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## ABSTRACT

This booklet provides schools with ideas on how they can use their after-school programs in new and effective ways to promote student achievement and meet the needs of their students and community. It provides suggestions on: reading in after-school programs; mathematics in after-school programs; think college early in after-school programs; teacher recruitment and training in after-school programs; technology in after-school programs; the arts and after-school programs; strong, safe, disciplined, and drug-free schools and after-school programs; and parent involvement in after-school programs. Each section presents information on background, how to integrate efforts into after-school programs, U.S. Department of Education resources, a sample program, and contact and other sources of information. (SM)

# BRINGING EDUCATION TO AFTER-SCHOOL PROGRAMS

Office of Educational Research and Improvement  
U.S. Department of Education

Summer 1999

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*"We must make sure that every child has a safe and enriching place to go afterschool, say no to drugs and alcohol and crime, and yes to reading, soccer, computers, and a brighter future for themselves."*

-- President Clinton

*"The period of time between the school bell and the factory whistle is a most vulnerable time for children. These are hours when children are more likely to engage in at-risk behavior and are more vulnerable to the dangers that still exist in too many neighborhoods and communities."*

-- Vice President Gore

*"We must get serious about offering youth safe and smart afterschool opportunities. For our children who need extra help with learning --let's provide it. Youth in afterschool programs earn better grades, watch less television and develop new skills and interests. For our children who need safe places to go, let's keep school doors open after the school day ends so youth have a place in the community to go and benefit from computers, tutoring, school libraries, music, art and supervised recreation. With opportunities like these, young people in afterschool programs are more likely to stay out of trouble and learn more."*

--U.S. Secretary of Education  
Richard W. Riley

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(Summer 1999)

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## After-School Programs

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The 21st Century Community Learning Centers program is a key component of the Clinton-Gore Administration's effort to keep our children safe and help them learn after school. Congress has supported this initiative by appropriating \$200 million for after-school programs in fiscal year 1999, up from \$40 million in 1998. The president is requesting a further increase in the program up to \$600 million for the FY2000 budget. This expansion is strongly justified by a recent report by the U.S. Departments of Education and Justice on the effectiveness of after-school programs, and by data collected by the Charles Stewart Mott Foundation that clearly document the public's strong desire to make quality after-school programs available to all children. Overwhelmingly, Americans favor providing school-based after-school programs in their own community (93 percent).

The reasons why the public supports these programs are clear:

- Over 28 million school-age children have both parents or their only parent in the workforce.
- At least 5 million children -- and possibly as many as 15 million -- are left alone at home each week.
- Many children, especially low-income children, lose ground in reading if they are not engaged in organized learning over the summer.
- Experts agree that school-age children who are unsupervised during the hours after school are more likely to receive poor grades and drop out of school than those who are involved in supervised, constructive activities.
- Statistics show that most juvenile crime takes place between the hours of 2:00 and 8:00 pm, and that children are also at much greater risk of being the victims of crime during the hours after school.

### U.S. DEPARTMENT OF EDUCATION AFTER-SCHOOL RESOURCES

As you think about organizing and implementing an after-school, here are some materials available on the U.S. Department of Education's website <http://www.pfie.ed.gov/> or at <http://www.ed.gov/offices/OESE/21stccl/> that can be useful to you:

- Safe and Smart: Making After-School Programs Work for Kids
- Keeping Schools Open as Community Learning Centers
- Give Us Wings, Let Us Fly

If you would like hard copies, you can order these materials by calling toll free 1-877-4ED-PUBS, or order on-line by going to <http://www.ed.gov/pubs/edpubs.html>

Since FY 1998, 1,601 Community Learning Centers within 468 communities in 49 states, the District of Columbia, and the Virgin Islands have been funded to establish or expand school-based after-school programs for our nation's children. These grants will enable rural and inner-city schools in nearly every state to provide programs that will serve about 400,000 students and members of the community after school, weekends and summers, in safe, drug-free, and supervised learning environments. The proposed \$600 million increase in FY 2000 will create an additional 3,200 centers (or almost 5,000 in total) and serve over 1.6 million children.

Central to their mission, these centers have the potential to provide positive enhancement of critical skills. For example, centers can promote: reading and mathematics tutoring, engaging activities to prepare students for college early, hands-on opportunities for young people to become invested in the teaching profession as a career, access to technology and telecommunications, involvement in the arts and music, and activities to promote parent involvement and lifelong learning that can directly and indirectly benefit their children. The U.S. Department of Education's new initiatives are designed for these purposes and can be helpful in developing and delivering quality after-school programs.

***This booklet will provide schools with ideas on how they can use their after-school program in new and effective ways to promote student achievement and meet the needs of their students and community. Each of the activities illustrated below includes suggestions for additional resources that are available through the U.S. Department of Education.***

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*Last Updated -- August 30, 1999, (glc)*

# Reading in After-School Programs

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*"We must do more...to make sure every child can read well by the end of the third grade."*

*-- President Bill Clinton, State of the Union Address, 1997*

**Background.** Today, too many children fail to read at a level we would expect for the grade they are in. In 1998, according to the National Assessment of Educational Progress, 38 percent of our nation's fourth graders failed to read at the basic level. Sixty-four percent of African American and 60 percent of Hispanic American fourth graders read below the basic level. We know that to succeed in school, be prepared for more advanced courses in high school and college, and participate in the high-skill workplace of the 21<sup>st</sup> century, all students need good reading skills. Research shows that students who are behind in reading can catch up to grade level with additional reading instruction and tutoring after school and in the summer.

**How to integrate a high quality reading effort into an after-school program.** Offering extended learning opportunities is clearly one of the major ways that we will ensure that all children can read in this country by the end of the third grade. Effective after-school programs and effective reading programs require participants to create partnerships with community-based organizations, such as libraries, literacy programs, college tutoring efforts, youth groups, cultural groups, members of the armed forces, and religious auxiliaries. Therefore, making reading a focus of an after-school and summer program is one good way to provide extended learning in reading.

Studies show that sustained individualized attention through extended learning time, when combined with parental involvement and quality school instruction can raise reading levels. This strategy seeks to create more after-school, weekend and summer learning opportunities to supplement quality classroom instruction in reading by enabling parents and educators to complement and expand existing successful literacy efforts. Many efforts to raise standards and eliminate social promotion include after-school and summer help to master the basics and core subjects.

The national goal of preparing all children to read at grade level by the end of third grade is very much in line with the 21<sup>st</sup> Century Community Learning Centers program's goals of providing a variety of academic and enrichment activities to students and parents in the communities which they serve. Examples of how your Center can help include:

- Providing after-school tutoring or mentoring programs;
- Using college work study students, seniors, and AmeriCorp volunteers as tutors, mentors and role models for program participants;
- Encouraging family members to get involved in teaching and learning reading skills and raising standards;
- Encouraging students to go to the school library and to the local library during non-school hours;
- Making available quality books for a wide age range that reflect the interests of children in your in the program and the community at large.
- Establishing formal linkages with nearby colleges, literacy groups, youth organizations, and businesses;

- Developing a monthly program in which seniors discuss their oral histories with children;
- Helping students write their own stories and produce them in book or dramatic form;
- Holding an essay or speech contest among local children on the topic of how "Reading Has Made a Difference in My Life;"
- Offering other expanded educational opportunities, enrichment, and academic assistance classes.

## **U.S. DEPARTMENT OF EDUCATION READING RESOURCES**

**As you think about organizing and implementing your after-school program with a literacy focus, here are some materials available on the U.S. Department of Education's website <http://www.ed.gov/americanreads/> that can be useful to you:**

- **Checkpoints for Progress - Families and Caregivers**
- **Checkpoints for Progress - Teachers and Learning Partners**
- **Compact for Reading (Available Spring 1999)**
- **Expanding Federal Work-Study and Community Service Opportunities**
- **Just Add Kids - A resource of directory of reading partners, reading pages and other literacy services for families and communities**
- **Learning to Read/Reading to Learn Campaign - Helping Children With Learning Disabilities To Succeed**
- **Play on Paper /Jugando Con Papel**
- **Read With Me**
- **Read\*Write\*Now! Reading Partner Program (Grades K-6)/ Actividades para Divertirse Leyendo y Escribiendo**
- **Reading Partners: The Read\*Write\*Now! Partners Tutoring Program**
- **Ready\*Set\*Read! Early Childhood Reading Readiness Program (Grades Pre-K -3)**
- **Simple Things You Can Do To Help All Children Read Well and Independently**

**If you would like hard copies or if the electronic version is not yet accessible, you can order these materials by calling toll-free 1-877-4ED-PUBS, or order on-line by going to <http://www.ed.gov/pubs/edpubs.html>**

**U.S. Department of Education initiatives and reading improvement in afters-school and summer programs.** Both after-school and summer programming are important components of the America Reads Challenge. Indeed, extended learning is one of the five strategies that the America Reads



Challenge embraces to meet the goal of ensuring that every child can read well and independently by the end of the third grade. Among other activities, the America Reads Challenge currently supports two major programs: the America Reads Work-Study program and the Reading Excellence Program.

**America Reads Work-Study Program:** On July 1, 1997, the U.S. Department of Education encouraged colleges and universities to employ Federal Work-Study students to serve as reading tutors by waiving the requirement that employers pay part of their wages. This program provides undergraduates and graduate students with part-time employment, at little cost to elementary and middle schools, to become reading tutors in elementary schools, preschools, and family literacy programs. In just one year, more than 1,100 colleges and universities have joined the America Reads Work-Study program. Students at 3,300 colleges, universities and trade schools receive Federal Work-Study funds as part of their financial aid packages and can be a source of assistance to after-school and summer programs. In 1997, the Clinton-Gore Administration increased its allocation of Federal Work-Study funds by 35 percent.

Generally the employer pays at least 25 percent of the student's wages, and the Federal Work-Study program pays the rest. Under the America Reads waiver, the federal government will pay 100 percent of the wages of work-study students who serve as reading mentors or tutors to preschool and elementary school children. The wages of these tutors can be credited toward the institution's requirement that at least five percent of Federal Work-Study funds be used for community service.

Research shows that children whose parents work with them on language and literacy skills during early childhood become more successful readers. As parents are a child's first teachers, the America Reads waiver was extended on July 1, 1998, to include work-study students who tutor in family literacy programs. These programs provide services to children from infancy through elementary school and to their parents or caregivers.

Students from a diverse array of colleges and universities tutored children in the 1997-98 academic year. Tutors came from large public universities, small private colleges, community colleges, business schools, medical schools, chiropractic colleges, and a beauty academy, among others. Creative tutoring programs are as different as the institutions that host them.

For example, in South Florida, a consortium of schools led by Miami-Dade Community College sent tutors to inner city schools, while in the Pacific Northwest, a consortium led by Washington State University sent tutors to work with rural migrant children. New York University's 700 work-study students tutored more than 5,000 urban school children, and saw reading scores rise in one year. At the University of Maryland at Baltimore, work-study students contribute to The Reading Edge, a comprehensive after-school intervention. Last summer, 28 students worked full-time for 10 weeks at SuperKids Camp, a camp for 400 children in third and fourth grades that offers tutoring in reading skills and promotes entertaining reading activities.

In partnership with Philadelphia Reads, 60 University of Pennsylvania tutors reached 250 children in four schools and three community centers. At one Title I elementary school, after a five-month involvement in an extended day program, some second graders who had been far behind their peers jumped more than two grade levels in their reading ability. The principal of the school, Arthur Hall, said that the school-university partnership through America Reads, "creates a student-to-tutor ratio of 3:1 and gives the students the attention we know they need to excel. In addition...this program further motivates our students to read by providing new and different activities and strategies. All the students -- our students and the university students -- benefit tremendously from this partnership."

Schools interested in acquiring Federal Work-Study tutors should contact their local college's community service and financial aid offices to see how they can help. Many colleges also send volunteers (non-Federal Work-Study students) into their neighboring communities as well, offering additional resources.

**The Reading Excellence Program:** In addition to the Work-Study Program, the America Reads Challenge office worked with Congress to pass the Reading Excellence Act in October 1998. The Reading Excellence Act has been authorized for the next two years, allowing even more at-risk children

to receive the support they need to improve their literacy skills through local reading improvement subgrants and tutorial assistance subgrants. One of the four activities that the Reading Excellence Act supports is out-of-school tutoring. (The other three activities are professional development for instructional staff, family literacy programs, and programs for kindergarten children who are having difficulty making the transition to first grade.)

We know that to succeed in school, be prepared for more advanced courses in college, and participate in the high-skill workplace of the 21<sup>st</sup> century, all students need good reading skills. The Reading Excellence Act targets the children who are most in need of additional assistance at the most critical period: the primary grades. Research shows that students who are behind in reading can catch up to grade level with additional reading instruction.

Therefore, local school districts that receive local reading improvement subgrants from their state must include an assurance that they will use supervised individuals (including tutors), who have been appropriately trained using scientifically based reading research. These tutors will provide additional support before school, after school, on weekends, during non-instructional periods of the school day, or during the summer.

Additionally, states must make at least one tutorial assistance grant (TAG) to school districts most in need of help. Local districts with one school in an empowerment zone or enterprise community, districts with at least one school in Title I school improvement, districts with the highest or second highest percentage of child poverty in the state, and districts with the highest or second highest numbers of children in poverty in the state are eligible. These grants will be awarded to school districts to allow them to provide a number of after-school tutoring options (both school-based and non-school-based) for children in need of additional reading assistance.

It may also be possible that some of the 21<sup>st</sup> Century programs could be suitable to act as the non-school based program for the TAGs portion of the grant. Additionally, as federal work-study students and student volunteer exist in nearly every region of a state, these students could act as a free resource for 21<sup>st</sup> Century programs.

## **Contact and Other Sources of Information**

**Program Director:** Joseph Conaty, Office of Elementary and Secondary Education (OESE)

### **Website:**

America Reads Challenge: <http://www.ed.gov/inits/americanreads>

The Reading Excellence Act: <http://www.ed.gov/inits/FY99/index.html>

**E-mail:** [reading.excellence@ed.gov](mailto:reading.excellence@ed.gov)

**Fax:** (202) 260-8969

### **For more information, contact:**

Joseph Conaty, Office of Elementary and Secondary Education (OESE)  
(202) 260-8228

Kristin Bunce, America Reads Challenge  
(202) 401-8888

Laura Wood, America Reads Challenge/Federal Work-Study  
(202) 401-8888

# Mathematics in After-School Programs

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*"America Counts is sorely needed.... today's students must master high-level mathematical concepts and complex approaches to solving problems to be prepared for college, careers of the 21st century, and the demands of everyday life. Not enough young people perform at that level."*

*-- U.S. Secretary of Education Richard W. Riley, November 12, 1998*

**Background.** To be prepared for college and promising careers, students need to master advanced skills in mathematics, science, and technology. Indeed, students who take rigorous mathematics courses are much more likely to go on to college and into promising careers than those who do not, and as technology becomes more prevalent in the workplace, the need for employees with mathematics or science backgrounds greatly increases.

However, far too many students finish middle and junior high school without developing the solid foundation in algebra and geometry necessary for success in rigorous high school mathematics courses, higher education, and in our competitive knowledge-based economy. According to international comparative assessments, for example, U.S. student achievement in mathematics falls below average in the middle grades. National assessments, while improving, are not yet at an acceptable level.

By the end of middle school, many students have not built an adequate mathematics foundation necessary for success in advanced courses, which are the gateway to college and promising careers. Although advanced courses are prerequisites for college admission, too few students elect to take them. Many of those who do struggle because of inadequate preparation. Moreover, low-income students who take algebra, geometry and chemistry go on to college at rates 44 percent higher than their low-income peers who do not take these courses, yet low-income students are far less likely to enroll in them. Recent data show that only 46 percent of low-income students take algebra and geometry compared to 81 percent of high-income students.

Workers who have strong mathematics and science skills are more likely to be employed and generally earn higher wages than workers with lower achievement in these disciplines. Some of the fastest growing job sectors, including computer technology and health services, require substantial mathematics and science preparation. Almost 90 percent of new jobs require more than a high school level of mathematics skills.

**Integrating mathematics into after-school programs:** The creation of 21st Century Community Learning Centers across the country has the potential to enrich the quality of our students' mathematics skills and open the gateway to college and many promising careers.

After-school learning time, especially in middle and high schools, can enable students to strengthen their mathematics skills and understanding in many innovative ways. Students can build upon and further explore mathematics through various enrichment activities. They can investigate more deeply topics of interest, perform extended hands-on projects, and use computers and other technological instruments to help interest them in mathematics.

Extended learning time and personal attention can improve a student's mathematical performance. High-quality tutoring and mentoring programs can help students build conceptual understanding and strengthen their mathematics knowledge base by introducing or reinforcing key mathematical concepts. Also, tutoring provides students with supplementary learning time that can help them keep pace with

classroom instruction and stay on track for rigorous college preparatory mathematics.

Learning centers can partner with a host of community organizations to recruit capable and enthusiastic adults with expertise in mathematics and science to assist in creating and implementing these mathematics activities. Businesses, retirement organizations, professional associations, and college students can all be called upon to help improve student achievement.

The national goal of encouraging all students to master the fundamentals of algebra and geometry by the end of eighth grade complements the 21st Century Community Learning Centers program. s goals of providing a variety of academic and enrichment activities to students and parents in the communities they serve. Examples of how your Center can help include:

- Providing after-school tutoring or mathematics mentoring programs by utilizing the services of college Federal Work-Study students, seniors, AmeriCorp volunteers, and other community members as tutors, mentors and role models for program participants.
- Encouraging student interest in mathematics through math clubs, chess clubs, and creative problem solving activities, such as puzzles and games.
- Helping children understand the importance of taking challenging mathematics and science courses for college admission by visiting college campuses, familiarizing them with college requirements, and exploring financial aid options.
- Showing the importance of mathematics for careers of the 21<sup>st</sup> century by encouraging job shadowing or inviting speakers to talk with students about the use of mathematics in their work or the work of adults they know.
- Helping family members understand mathematics as a critical gateway to college and promising careers and the importance of family involvement and high expectations for a child. s success in mathematics.

## U.S. DEPARTMENT OF EDUCATION MATHEMATICS RESOURCES

As you think about organizing and implementing your after-school program with a math focus, these materials available on the U.S. Department of Education's website: <http://www.ed.gov/> Math can be useful to you:

**America Counts Overview**

**America Counts Mathematics Initiative: An Introduction**

**Mathematics Equals Opportunity**

**Improving Mathematics in Middle School: Lessons from TIMSS and Related Research**

**Model Mathematics Tutoring and Mentoring Programs**

**Yes, You Can! A Guide for Establishing Mentoring Programs to Prepare Youth for College The Formula for Success . A Business Leader's Guide to Supporting Math and Science Achievement, from the Business Coalition for Education Reform**

**E-MATH: A Guide to E-mail Based Volunteer Programs Designed to Help Students Master Challenging Mathematics, Science and Technology**

**Self-Assessment Guide for Improving Mathematics: Using Federal Resources for Improving Mathematics Teaching and Learning**

If you would like hard copies or if the electronic version is not yet accessible, you can order these materials by calling toll free 1-877-4ED-PUBS, or order on-line by going to <http://www.ed.gov/pubs/edpubs.html>

*An America Counts Tutoring Resource Kit is currently under development and will be available summer 1999.*

**A U.S. Department of Education initiative and mathematics improvement in after-school and summer programs:** In an effort to improve the quality of mathematics teaching and learning, the Department has launched the *America Counts Challenge*, a multi-faceted initiative to help all students boost their achievement in mathematics. America Counts focuses on the following six goals:

1. Provide help, personal attention and additional learning time for students who need extra assistance in mastering the fundamentals of mathematics in elementary and middle school.
2. Equip teachers to teach challenging mathematics by ensuring that they enter the profession with a solid understanding of mathematics and the best ways to teach it and provide on-going opportunities for teachers to upgrade and expand their knowledge and skills.
3. Encourage a more challenging and engaging curriculum for all students based on rigorous standards that meet national and international benchmarks of excellence.
4. Ensure that local, state and federal resources are coordinated in support of high-quality and coherent mathematics programs that hold high expectations for all students.
5. Build public understanding of the mathematics our students must master to ensure their and our nation's prosperity and growth.



6. Support high quality research to improve our fundamental knowledge about mathematics teaching and learning.

*America Counts Work-Study Program:* As one of many America Counts efforts, the Department has started the National Mobilization of Mathematics Tutors. Adults -- especially those with an affinity for mathematics, such as health care professionals, business leaders, information technology workers, mathematicians, scientists, and college students -- can lend their expertise to help students improve their achievement in mathematics through tutorials after school, on weekends, and during the summer.

To jump start this effort, President Clinton has provided an incentive for colleges and universities to commit to the America Counts Work-Study Program by enabling federal work-study students to tutor kindergarten through ninth grade school children in mathematics by paying 100 percent of their wages. As mentioned above, the National Mobilization of Mathematics Tutors, including the federal work-study program, is another option for improving the mathematics component of your after-school program. Contact the financial aid or community service office at local higher education institutions for more information regarding their participation in America Counts tutoring initiatives in your community.

### **Contact and Other Sources of Information**

**Program Director:** Linda P. Rosen

**Website:** <http://www.ed.gov/mericacounts/>

**E-mail:** [Linda.Rosen@ed.gov](mailto:Linda.Rosen@ed.gov)

**Fax:** 202-401-9027

**For more information about *America Counts*, contact:**  
[wendy.goldstein@ed.gov](mailto:wendy.goldstein@ed.gov).

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[\[Think College Early in After-School Programs\]](#)

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# Think College Early in After-School Programs

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*"I also ask this Congress to support our efforts to enlist colleges and universities to reach out to disadvantaged children starting in the sixth grade so that they can get the guidance and hope they need so they can know that they, too, will be able to go on to college."*

--President Clinton, State of the Union address, 1997 January 27, 1998

**Background.** Research shows us that almost all students will need at least two years of college to compete in tomorrow's global economy. However, many obstacles lie in the way of making college a reality for every student.

- High-achieving students from low-income families are five times less likely to attend college than high-achieving students from high-income families [NELS 1998].
- In a recent survey, almost 70 percent of parents indicated that they have little information or want more information about which courses their child should take to prepare for college, and 89 percent of parents want more information about how to pay for college, including the use of tax credits [Gallup, September, 1998].
- Among students who were in the eighth grade in 1988, those who took challenging mathematics and science courses were much more likely to go to college than students who did not take these courses. For example, students who took algebra I, geometry, and chemistry in middle or high school, regardless of their income level, were more likely to go to college than students who did not take these courses.
- While taking algebra I, geometry, and chemistry was especially important for youth from low-income families, low-income children were much less likely to take these courses than their peers from higher income families.
- Other studies show that completing physics, calculus, and the third and fourth years of a foreign language is very important to get into Tier I universities. Yet, many parents and students do not know that information.

**How to integrate getting students ready for college early with after-school programs.** Not surprisingly, many program activities for middle, junior, and high school students that create pathways to college mirror high quality activities which 21<sup>st</sup> Century Community Learning Centers may undertake. The national goals of increasing college aspirations and preparation are very much in line with the 21<sup>st</sup> Century Community Learning Centers program's goals of providing a variety of academic and enrichment activities to students and parents in the communities which they serve. Examples of how your Center can help include:

- Providing after-school tutoring or mentoring programs;
- Creating opportunities for family involvement;
- Establishing formal linkages with nearby colleges;
- Using college students or faculty as mentors and role models for program participants;
- Beginning a summer research program between nearby colleges and middle schools;
- Providing financial aid education to middle and junior high school participants and their families

- Conducting field trips to college campuses;
- Helping middle level and high school counselors and staff encourage more students to aspire to and prepare for college preparatory courses like algebra and geometry;
- Offering tutoring services to older students who are enrolled in challenging college preparatory courses;
- Offering summer science/math field trips or lectures with students, parents and faculty;
- Offering other expanded educational opportunities, enrichment, and academic assistance classes.

Three examples of effective mentoring and early college awareness programs that could be combined with an after-school program follow.

- **Project GRAD (Graduation Really Achieves Dreams)** is a school-college-community partnership to increase the numbers of inner-city Houston youth continuing on to college. Project GRAD is a not-for-profit organization working with a series of feeder systems that together include 24 elementary, middle and high schools and over 17,000 children. The focus during the early grades is on reading and math, and in high school on dropout prevention and college enrollment. The results from the project are impressive. The Ford Foundation has supported similar efforts in a number of other cities. For more information visit <http://www.thenationalcenter.org/>.
- **The Early Scholars Outreach Program (ESOP)**, established in 1987, is a partnership between the University of Washington (UW) and nine Washington State middle schools with large enrollments of disadvantaged students, a group that is underrepresented in higher education. The program's aim is to increase the number of students who are enrolled and participating competitively in a college preparatory curriculum by the time they reach the ninth grade. During the school year, high achieving UW students from similar backgrounds serve as role models and provide tutoring and mentoring. The ESOP provides these sixth, seventh, and eighth-graders with visits and overnight stays on the University campus, where they visit academic departments, hear presentations from faculty, participate in study skills workshops, and interact with UW students in a variety of settings. A series of workshops are held for parents to help families establish home environments that promote academic achievement. As a bridge to high school, incoming ninth-grade participants take part in a six-week summer enrichment program that provides training in reading, writing, language arts, mathematics, computer applications, and study skills.
- **The Campus Partners Mentoring Program** founded in 1989 at Xavier University in New Orleans, Louisiana, matches college students with sixth- through eighth-graders from two partner schools. The goals of the program are to provide youth with alternative life/work options through increased exposure to educational and career planning resources; and to provide a match with a college mentor to provide critical academic assistance and cultural awareness. Campus Partners serves approximately 50 to 60 sixth through eighth-graders per year. Youth are matched with college student volunteers using an interest survey. The mentor and the youth develop goals for the relationship. Each month, mentors and youth meet twice one-on-one and once as a group for "rap" sessions on such themes as goal-setting, personal relationships, communication, and personal health maintenance. Other activities include life planning activity sessions and tutoring. Pre- and post-surveys have indicated attitudinal changes toward academics, enhanced employment outlook, and improved self-concept through working cooperatively with others and relating in new, constructive ways.



## U.S. DEPARTMENT OF EDUCATION COLLEGE-GOING RESOURCES

As you think about organizing and implementing your after-school program with an emphasis on preparing for college early, here are some materials available on the U.S. Department of Education's website <http://www.ed.gov/thinkcollege/> that can be useful to you:

- Getting Ready for College Early
- Preparing Your Child for College
- Think College? Me? Now?
- Funding Your Education
- 1998 Student Guide
- High School Students, You Can Go to College and Here's How...
- Yes, You Can! A Guide for Establishing Mentoring Programs to Prepare Youth for College

If you would like hard copies or if the electronic version is not yet accessible, you can order these materials by calling toll free 1-877-4ED-PUBS, or order on-line by going to <http://www.ed.gov/pubs/edpubs.html>

**A U.S. Department of Education initiative and getting ready for college early.** Along with the many existing federal resources to help kids go to college -- Pell grants, direct lending, work study -- is a new program targeted at middle-school students.

*Think College Early.* To deal with the challenge of "opening the doors of college to all Americans and making two years of college as universal as high school is today," this initiative is aimed to help middle and junior high school students and their families in the college preparation process. Learn about prerequisite courses, financial assistance, tests you need to take, and other information on getting ready for college.

*College is Possible.* The Coalition of America's Colleges and Universities has launched a national education campaign to enhance public knowledge about financing a college education. Nearly 1,200 colleges and universities will participate. The campaign, called "College Is Possible," will include efforts by local campuses to reach students and parents in their region supported by a website <http://www.CollegeIsPossible.org>, the U.S. Department of Education's special toll-free number for college information (1-800-433-3243), and a comprehensive resource guide.

***The GEAR UP program.*** Research demonstrates the importance of early intervention in boosting students' educational expectations and helping them to get on the right track academically for postsecondary education. The Department of Education's new GEAR UP program was created in the Higher Education Amendments of 1998, and is modeled after the president's *High Hopes for College* proposal and the National Early Intervention Scholarship and Partnership (NEISP) program. GEAR UP, which stands for **G**aining **E**arly **A**wareness and **R**eadiness for **U**ndergraduate **P**rograms, is based on successful programs such as Eugene Lang's "I Have a Dream" program and Project GRAD and is designed to encourage more young people to have high expectations, stay in school, study hard, and go to college.

The Fiscal Year 1999 budget provides \$120 million for GEAR UP. This funding will be split between partnership grants and state grants, with at least one-third allocated to each. This new competitive grant program supports early college awareness activities and preparation activities at both the local and the state level.

**GEAR UP partnership grants.** This initiative will award multi-year grants to locally designed partnerships between colleges and high-poverty middle schools, plus at least two other partners -- such as community organizations, businesses, religious groups, state education agencies, parent groups, or

non-profits -- to increase college-going rates among low-income youth. To be most effective, partnerships will be based on the following proven strategies:

- **Informing students and parents about college options and financial aid**, and providing students with a 21st Century Scholar Certificate -- an early notification of their eligibility for financial aid;
- **Promoting rigorous academic coursework** based on college entrance requirements;
- **Working with a whole grade-level of students** in order to raise expectations for all students;
- **Starting with sixth or seventh grade students and continuing through high school graduation** with comprehensive services including mentoring, tutoring, counseling, and other activities such as after-school programs, summer academic and enrichment programs, and college visits.

**GEAR UP state grants.** These grants will build on the experience of the former state grant program replaced by the GEAR UP program in the new Higher Education Act (HEA) law. GEAR UP State grants will be awarded to states to provide early college awareness activities, improved academic support, information on paying for college, and scholarships. Although few restrictions apply, the proposed programs must treat low-income students as a priority and should be coordinated with the efforts of schools, local community organizations, and colleges and universities. The former state grant program awarded grants to nine states. Several states provided additional academic programs and opportunities with promising results, and several states partnered with other organizations, including foundations and businesses.

#### **Contact and Other Sources of Information:**

**Program Director:** Edward Fuentes, GEAR UP/ Diana Phillips, Think College Early  
(202) 205-3687

**Websites:** <http://www.thenationalcenter.org/>  
<http://www.ed.gov/thinkcollege/early/>

**E-mail:** [ThinkEarly@ed.gov](mailto:ThinkEarly@ed.gov)

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*Last Updated -- August 30, 1999, (glc)*

# Teacher Recruitment and Training in After-School Programs

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*"Every community should have a talented and dedicated teacher in every classroom. [We have] an enormous opportunity for ensuring teacher quality well into the 21st century, if we recruit promising people into teaching and give them the highest quality preparation and training."*

-- President Clinton's Call to Action for American Education in the 21st Century

**Background.** Over the next decade, America's schools will need to hire 2.2 million teachers. More than half of these individuals will be first-time teachers. As classrooms grow more challenging and diverse, these teachers will need to be well prepared to teach all students to the highest standards. Contemporary classrooms and social conditions confront teachers with a range of complex challenges previously unknown in the profession. New education goals and tougher standards, more rigorous assessments, site-based management, greater interest in parental involvement, the continuing importance of safety and discipline, and expanded use of technology increase the knowledge and skills that teaching demands.

**How to integrate teacher training into an after-school program.** After-school programs can be a great source of prospective teachers by starting teacher cadet programs for middle school and high school students. South Carolina has had a very successful Teacher Cadet Program to identify and nurture middle and high school students to be future teachers (Contact: Janice Poda, 803/323-4032). The Federal Work Study Program that provides reading and math tutors could be a powerful recruitment tool for college students to become teachers. In addition, high school and middle school students could be recruited to tutor younger students. This tutoring could serve as an early training ground for future teachers.

Universities and colleges of education are well suited to participate in or sponsor after-school programs with local school districts. They could staff the programs with students in their teacher training programs, allowing the future teachers to learn both promising and innovative teaching methods, classroom management skills, and content enrichment. This "teaching laboratory" could train teachers to deal with their students in a smaller, less formal setting, thus providing them with insight into building student-teacher relationships during the regular school day. Student teachers could be given the latitude to experiment on delivering content in fun and interesting ways, which can be more difficult to do during the regular school day. In addition, student teachers could establish behavioral boundaries for students in less formal environments. Teachers often report that the flexibility and creativity that they bring to an after-school program can directly transfer to their teaching during the regular school day. Indeed, this involvement in the after-school hours actually strengthens their teaching methods.

Finally, after-school environments can introduce prospective teachers to diverse student populations and at-risk students. By beginning to work with at-risk students and their families prior to entering the teaching force, future teachers will be better aware of the challenges they will face in regular classrooms.

The national goal of having a talented, dedicated and well-prepared teacher in every classroom is very much in line with the 21<sup>st</sup> Century Community Learning Centers program's goal of providing a variety of academic and enrichment activities to students and parents in the communities which they serve. Examples of how your Center can help include:

- Offering middle and high school students opportunities to tutor younger students or peers in after school programs;
- Staffing after school programs with student teachers from teacher education programs in order to give them additional teaching experiences;
- Starting future teacher clubs for middle and high school students;
- Offering college students opportunities to tutor younger students in after school programs and to earn money for their services through the Federal Work Study program.

### **U.S. DEPARTMENT OF EDUCATION RESOURCES ON TEACHER QUALITY**

As you think about organizing and implementing your after-school program as teaching laboratories for new -- and even experienced -- teachers, these materials can be useful to you:

- **Information Kit: A Talented, Dedicated, and Well-Prepared Teacher in Every Classroom**
- **Promising Practices: New Ways to Improve Teacher Quality**
- **Building Bridges: The Mission and Principles of Professional Development**
- **What to Expect Your First Year of Teaching**
- **Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers**
- **The Challenge for America: A High Quality Teacher in Every Classroom**
- **Trying to Beat the Clock: Uses of Teacher Professional Time in Three Countries**

You can order these materials by calling toll free 1-877-ED-PUBS, order on-line by going to [/pubs/edpubs.html](http://pubs/edpubs.html), or find them on the U.S. Department of Education's website at [/inits/teachers/teach.html](http://inits/teachers/teach.html)

**U.S. Department of Education initiatives and teacher training.** Three new Teacher Quality Enhancement Grant programs (authorized in Title II of the Higher Education Act) respond to the nation's critical need for high quality teachers by investing in teacher recruitment, preparation, licensing, and support. The following three competitive grant programs are funded at a total of \$75 million in fiscal year 1999:

***Partnership Grants for Improving Teacher Education.*** This program, based on the Administration's proposal, will support partnerships among teacher preparation institutions and school districts in high-need areas. To ensure that new teachers can meet the many challenges of today's classrooms, the partners will work to strengthen teacher education through activities such as:

- Implementing reforms that hold teacher education programs accountable for preparing high-quality teachers;
- Improving prospective teachers' knowledge of academic content through increased collaboration among faculty at schools of education and departments of arts and sciences;
- Ensuring that teachers are well-prepared for the realities of the classroom by providing strong hands-on classroom experience and strengthening links between university and K-12 school faculties; and
- Preparing prospective teachers to use technology as a tool for teaching and learning, and to work effectively with diverse students.

After-School programs provide one good way for Partnerships to provide teacher candidates with the

experience they need in the classroom.

**State Grants.** These grants will encourage states to improve the quality of their teaching force through activities such as:

- strengthening their teacher certification standards;
- implementing reforms that hold institutions of higher education accountable;
- establishing or strengthening alternative pathways into teaching; and
- reducing shortages of qualified teachers in high-need areas.

**Teacher Recruitment Grants.** This new recruitment initiative will support the efforts of states and school-university partnerships to reduce shortages of qualified teachers in high-need areas. Grant recipients may offer scholarships, high-quality preparation, and support services to prospective teachers who agree to teach in the high-need schools.

**Contact and Other Sources of Information:**

**Initiative Director:** Ed Crowe, Office of Postsecondary Education

**Website:** </offices/OPE/heatqp/>

**E-mail:** <mailto:teacherquality@ed.gov>

**Fax:** (202) 260-3715

**For more information, contact:**

Ed Crowe  
(202) 260-8460

Louis Venuto  
(202) 708-8847

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[ [Think College Early in After-School Programs](#) ]



[ [Technology in After-School Programs](#) ]

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*Last Updated -- August 30, 1999, (glc)*

## Technology in After-School Programs

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**Background.** Americans want technology in their children's schools – now. Seventy-four percent of Americans agree that computers improve the quality of education. And, parents really want their children to have technology opportunities in their school-based after-school program. In a 1997 survey of parents who indicated they enrolled or would like to enroll their child in an after-school program, 95 percent feel that their child would benefit from an after-school program that included computer technology classes. But we're still a long way from closing the gap between the "haves" and "have-nots" in terms of their opportunities to get new technology. The most recent data from the National Center for Education Statistics shows that wealthy schools were two times more likely to have internet access in classrooms than poor schools – 36 percent versus 17 percent.

**How to integrate technology into an after-school program.** Computers and access to the Internet provide tremendous opportunities for after school learning to reinforce reading, math, and writing skills as well as to complete homework and school assignments that focus on doing research, gathering information, and writing reports. More complex math, science, and art projects often necessitate simulations and problem solving that can also be enhanced by using computers. In addition, technology can enable schools to reach families at home and bring other community resources such as museums, libraries, and local projects to kids via telecommunications. In a recent survey on after-school programs, parents cited access to technology and computer literacy as their number one priority for after-school activities.

The national goal of having every student technologically literate and every classroom hooked up to the Internet by the Year 2000 is very much in line with the 21<sup>st</sup> Century Community Learning Centers program's goals of providing a variety of academic and enrichment activities to students and parents in the communities which they serve. Examples of how your Center can help include:

- Providing access to modern computers, educational software, and the Internet to all after-school participants, allowing them to have access to new learning opportunities and acquire the technology and information management skills;
- Using your technology resources after school, on weekends, and in the summer to help students enrich their learning and assist parents and grandparents to learn to use computers; and
- Providing the time and sustained training and development for teachers to learn how to use technology to improve their teaching, upgrade their current skills, and integrate on-line learning opportunities into the learning of basics and core academics.



## U.S. DEPARTMENT OF EDUCATION TECHNOLOGY RESOURCES

As you think about organizing and implementing your after-school program with an emphasis in technology, some materials available on the U.S. Department of Education's website <http://www.ed.gov/Technology/> can be useful to you:

- **Getting On-line: A Friendly Guide for Teachers, Students & Parents**
- **Parents Guide to the Internet**
- **Getting America's Students Ready for the 21<sup>st</sup> Century: Meeting the Technology Literacy Challenge**
- **Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms**

If you would like hard copies or if the electronic version is not yet accessible, you can order these materials by calling toll-free 1-877-4ED-PUBS, or order on-line by going to <http://www.ed.gov/pubs/edpubs.html>

In addition, the following website can be very useful to after-school programs:

<http://www.ed.gov/free/> **Federal Resources for Educational Excellence (FREE)** provides easy access to hundreds of teaching and learning resources from more than 35 federal agencies.

**U.S. Department of Education initiatives and technology.** Several programs focusing on technology are available to both regular school day and after-school programs. These include:

**Technology Literacy Challenge Fund (TLCF).** This program provides funding to help states and local districts meet the Administration's four goals on educational technology: equipping all classrooms with modern computers; connecting all classrooms to the Internet; developing engaging software and content to help all students meet high standards; and preparing all teachers to integrate these new technologies into the curriculum effectively. Schools that have after school programs can use the computers and Internet connections made possible by the TLCF to enhance their program.

**Technology Innovation Challenge Grants.** This competitive grant program demonstrates innovative uses of educational technology by building partnerships between local school districts, universities, businesses, libraries, software designers, and others. Several Technology Innovation Challenge Grant projects have after-school components. For example, the Neighborhood Learning Network project in Chicago, Illinois brings together the Chicago Public Schools and the Public Housing Authority to expand the student learning opportunities beyond the classroom. Project Lemon LINK in California connects all district students and their parents to the classroom and home through a District Internet/Intranet system that has enabled them to extend learning opportunities to any time and place within the community. The Primary Source Network project in Melvindale-Northern Allen Park public schools in Michigan is working in partnership with the Henry Ford Museum to use the Internet to provide students and teachers access to primary sources of scientific and technological innovation.

**Community Technology Centers.** This new program establishes computer learning centers in low-income communities. These centers will provide access to technology for disadvantaged students and adults unable to purchase computers for use at home. For students, the centers can provide after-school access to information resources and educational software, allowing them to have access to new learning opportunities and acquire the technology and information management skills. Furthermore, schools are increasingly requiring computer access outside of the school day. The Community Technology Centers address that problem by providing access to the Internet, electronic mail, and creating web sites to complete class projects. Technology centers will also allow parents to communicate with teachers and view online classroom work.

**E-Rate.** This program provides telecommunications discounts of 20 to 90 percent to connect every

school and library to the Internet through the Schools and Libraries Corporation. This Federal Communications Corporation program and the Schools and Libraries Corporation has now been changed to the Schools and Libraries Division. To help close the digital divide, poor and rural schools will be eligible for the deepest discounts. After-school programs can benefit directly from these Internet connections.

**Contact and Other Sources of Information:**

**Program Director:** Linda Roberts, Office of Educational Technology

**Website:** <http://www.ed.gov/Technology/>

**Phone:** 202/401-1444

**Fax:** 202/401-3941

**For more information, contact:**

Pat Gore, Technology Literacy  
Challenge Fund  
(202) 401-0039

Jenelle Leonard, Technology  
Innovation Challenge Grant  
(202) 208-3882

Norris Dickard, Community  
Technology Centers  
(202) 205-9873

Schools and Libraries Division  
E-Rate  
(202) 776-0200  
<http://www.slcfund.org>

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[\[ The Arts and After-School Programs \]](#)

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*Last Updated -- August 30, 1999, (glc)*



# The Arts and After-School Programs

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**Background.** Research shows that the arts help children build both basic and advanced thinking skills, and instruct children in diverse modes of thinking and learning. The knowledge and skills that students develop in learning to respond to, perform and create works of arts constitute a fundamental form of literacy students must have if they are to communicate successfully and function in today's new media and information society.

A quality arts education can help students develop the four C's:

- *Cognition:* The arts expand our knowledge and contribute to intellectual comprehension. Studies have shown that the arts teach children how to think critically, solve problems, analyze and synthesize information, evaluate and make decisions.
- *Culture:* The arts help us understand people and the traditions and symbols that have meaning for them. The arts are international and transcend the limits of different languages, and help to bridge the gaps in a diverse and complicated world.
- *Communication:* The arts help us send and receive messages in a variety of media that are their own form of literacy. The arts use sights, sounds, and movement to convey meaning beyond the power of words. Arts education develops the ability to interpret and understand complex symbols in the same manner as language and mathematics.
- *Creativity:* The arts teach the skills associated with imagination, invention and innovation-skills. Creativity learned through the arts is linked to the processes of scientific discovery, business planning and negotiation.

Because an arts education develops a diverse range of cognitive abilities, it helps teachers promote achievement across disciplines, as well as in an arts discipline, fostering the development of spatial, mathematical, logical and physical abilities.

**How to integrate the arts into after-school programs.** The goal of many communities is to have every student have the opportunity to learn about art, music, and drama in the elementary, middle, and high school years, which is very much in line with the 21<sup>st</sup> Century Community Learning Centers program's goals of providing a variety of academic and enrichment activities to students and parents in the communities which they serve. Examples of how your Center can help include:

- Providing after-school opportunity in dance, music, theater and the visual arts;
- Integrating the arts into math, science, history and other after-school subjects;
- Supporting artist-teacher collaborations in and outside the school with cultural groups such as museums, libraries, poetry, and visual arts community groups and in-school residencies of artists, musicians, theater performers, writers and museum curators; and
- Encouraging parental involvement in the production and planning of student dance, musical and theatrical performances, as well as field trips to local museums.

The arts education community has several existing community partnerships that successfully blend the community resources of local museums, theaters, symphonies, dance troupes and arts programs with before- and after-school programming. Some examples of successful community partnerships include:

The Atlanta Historical Centers partnership with the Boys and Girls Club in Atlanta, Georgia; the Flint Cultural Center, comprising eight cultural organizations including a museum and concert hall, and its partnerships with the Flint, Michigan community; and the Please Touch Me Museum, the only museum designed for children ages one to seven, and its partnerships with more than 20 community organizations in Philadelphia, Pennsylvania.

### U.S. DEPARTMENT OF EDUCATION RESOURCES ON THE ARTS

As you think about organizing and implementing your after-school program with an emphasis in the arts, some materials available on the U.S. Department of Education's website at <http://www.ed.gov/pubs/ArtsEd/> or the Arts Education Partnership website at <http://aep-arts.org> can be useful to you, including:

- **Transforming Ideas for Teaching and Learning the Arts.** To request a copy of the publication, call 1-877-4ED-PUBS, or visit <http://www.ed.gov/pubs/StateArt/Arts/back.html>.
- **Arts Education and School Improvement Resources for State and Local Leaders.** To obtain an updated copy of the publication, visit <http://www.ed.gov/pubs/ArtsEd/title.html>.
- **Good Schools Require the Arts.** To request a copy of the publication, call the Arts Education Partnership at (202) 326-8693, fax to (202) 408-8076 or email [aep@ccsso.org](mailto:aep@ccsso.org).
- **Young Children and the Arts: Making Creative Connections.** To request a copy of the publication, call the Arts Education Partnership at (202) 326-8693, fax to (202) 408-8076 or email [aep@ccsso.org](mailto:aep@ccsso.org).
- **Coming Up Taller: Arts and Humanities Programs for Children and Youth At Risk.** To request a copy of the publication, call the President's Committee on the Arts and the Humanities at (202) 682-5409 or fax to (202) 682-5668.

**U.S. Department of Education and National Endowment for the Arts initiatives.** The arts education community has many opportunities to support the 21st Century Community Learning Center initiative and other after-school opportunities by creating a cultural-community-school" partnerships to improve the quality of learning in the arts and provide students with the skills they will need to succeed in the 21st century. Some of the ways that members of the arts community can use federal resources to develop partnerships between schools and community arts partners are listed below:

*The enactment of the bipartisan Goals 2000: Educate America Act of 1994* recognized the arts as a core area of study in which American children are expected to achieve competency. In response to this challenge, The Arts Education Partnership, a coalition of education, arts, business and funding organizations, is committed to improving the quality of American schools by promoting the arts as a way to help all students achieve high levels of academic, personal and career success.

*The U.S. Department of Education's recent national teleconference, Arts Literacy for a Changing America,*" underscored the importance of arts education for the future of our children. The teleconference also focused on the National Assessment of Educational Progress (NAEP) report released by the National Center for Education Statistics that found that most American children infrequently or never receive serious instruction or performance opportunities in music, the arts, dance or theater. For more information or to order a copy of the video, visit <http://aep-arts.org>.

**The Arts Education Partnership**, formed in 1995 through a cooperative agreement between the National Endowment for the Arts, the U.S. Department of Education, the National Assembly of State

Arts Agencies, and the Council of Chief State School Officers, helps states and local school districts integrate the arts into their educational improvement plans and initiatives, such as after-school programming. More than 140 national organizations have joined the Arts Education Partnership to affirm the arts as fundamental to quality education, and to help identify ways that the arts can become a central component of state and local education reform. The 21<sup>st</sup> Century Community Learning Centers and other after-school programs that focus on the arts represent a fertile education reform area for members of the arts community.

*The "Coming Up Taller" awards program*, sponsored by the National Endowment for the Arts and the President's Committee on the Arts and Humanities, recently recognized some of the outstanding after-school, weekend, and summer programs for children from at-risk communities. Background information on the recipients of this award, as well as nomination criteria, is available by visiting <http://www.cominguptaller.org>.

#### **Contact and Other Sources of Information:**

##### **For more information, contact**

Andy Finch, Office of Intergovernmental and Interagency Affairs

**Phone:** (202) 401-3292

**E-mail:** [andy.finch@ed.gov](mailto:andy.finch@ed.gov)

**Fax:** 202/205-9133

#### **Contact and Other Sources of Information**

##### **For more information, contact:**

Judith Weitz, President's Committee on the Arts and Humanities, (202) 682-5409.  
Richard Deasey, Goals 2000 Arts Education Partnership, (202) 326-8683

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[ [Strong, Safe, Disciplined, and Drug-Free  
Schools and After-School Programs](#) ]

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*Last Updated -- November 2, 1999, (pjk)*

## **Strong, Safe, Disciplined, and Drug-Free Schools and After-School Programs**

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**Background.** Schools must provide a safe and drug-free environment if students are to learn effectively. The Safe and Drug-Free Schools Program supports a number of initiatives designed to ensure schools are free of drugs and violence and the unauthorized presence of firearms and alcohol and offer a disciplined environment conducive to learning.

Research suggests that drug use and violence among youth are particularly prevalent during the hours between the end of the regular school day and the end of the work day when many children are unsupervised. After-school programs can offer a natural extension of a comprehensive drug and violence prevention strategy by providing a safe haven and promoting the development of social skills that help to prevent drug use and violence.

**How to integrate activities to keep children safe and drug free into after-school programs.** A recent survey of after-school programs shows that the most important items voters would like to see after-school programs provide for children include getting them off the street, providing a safe place to go, structured supervision, and discipline. Many kinds of activities can work toward these goals. Preventive services that are provided on an on-going basis and include student support services appear to be the most effective. Approaches that teach children how to resist and deal with powerful social influences for using drugs and those that correct misperceptions of peer drug use have the greatest potential for making a difference for students. While many prevention programs are held during the regular school day, many practitioners believe that the nonclassroom-based activities often found in an after-school setting – student assistance programs, community service, student support groups, individual counseling, group counseling, mentoring projects, conflict mediation, assemblies, and drug-free school events and dances – are as or more important for long lasting results. Activities associated with lower drug use include sports and exercise, volunteer work, and spending more than two hours per day on homework. Each of these activities can be integrated into a quality after-school program. Greater drug use is associated with more time spent on watching television and playing videogames, activities that many children not in an after-school program do in their out-of-school hours.

Project *SAFE* being implemented by the Starkville, Mississippi School District is a comprehensive approach to creating a safe and orderly learning environment. The approach is to develop protective factors in students while minimizing risk factors through daily involvement in the arts—visual, music, dance, and drama. The arts are integrated into the curriculum via a multi-sensory approach of interdisciplinary teaching. In addition to the arts, Starkville is also operating an eight-week after-school program along with a summer school and Saturday special events program. Participants are also paired with community mentors and participate in a community service effort. Families are also deemed to be an important link to the school community. A Family Center, housed in the school, will provide support to parents as well as conduct special monthly activities. Parents are actively recruited to participate and encouraged to become an active participant in the school community. The community also plays a critical role in the project with the coordination of existing efforts among local civic, religious, law enforcement, and government agencies and services.

The national goal of preparing all children to read at grade level by the end of third grade is very much in line with the 21<sup>st</sup> Century Community Learning Centers program's goals of providing a variety of academic and enrichment activities to students and parents in the communities which they serve. Examples of how your Center can help include:

- Providing drug and violence prevention and character education programs based on sound

- research and evaluation finding;
- Sponsoring alcohol- and drug-free activities and dances;
- Providing extracurricular activities such as sports, art, band, and special interest clubs and field trips;
- Providing mentors, internships with employers, and community service opportunities; and
- Including parents, other caring adults, and law enforcement in the life of the school and around the school.

### **U.S. DEPARTMENT OF EDUCATION RESOURCES TO KEEP STUDENTS SAFE AND DRUG-FREE**

**As you think about organizing and implementing your after-school program with an emphasis in keeping students safe and drug-free, some materials available on the U.S. Department of Education's website: <http://www.ed.gov/offices/OESE/SDFS> can be useful to you:**

- 1998 Annual Report on School Safety
- Applying Effective Strategies
- Preventing Drug Use Among Children and Adolescents
- Creating Safe Schools: A Resource Collection for Planning and Action
- Growing Up Drug Free: A Parent's Guide to Prevention

**If you would like hard copies or if the electronic version is not yet accessible, you can order these materials by calling 1-877-4ED-PUBS, or order on-line by going to <http://www.ed.gov/pubs/edpubs.html>**

**U.S. Department of Education programs and keeping schools safe and drug-free.** The Safe and Drug-Free Schools Program is the federal government's primary vehicle for reducing drug, alcohol and tobacco use, and violence, through education and prevention activities in our nation's schools. These initiatives are designed to prevent violence in and around schools, and strengthen programs that prevent the illegal use of alcohol, tobacco, and drugs, involve parents, and are coordinated with related federal, state and community efforts and resources.

The Safe and Drug-Free Schools Program consists of two major programs: State Grants for Drug and Violence Prevention Programs and National Programs. State Grants is a formula grant program that provides funds to state and local education agencies, as well as to Governors, for a wide range of school- and community-based education and prevention activities. National Programs carries out a variety of discretionary initiatives that respond to emerging needs. Among these are direct grants to school districts and communities with severe drug and violence problems, program evaluation, and information development and dissemination.

Safe and Drug-Free Schools and Communities Act formula grant funds may be used to support before and after school recreational, instructional, cultural, and artistic programs that encourage drug and violence-free lifestyles, as well as used to provide safety and security for after-school programs. Persons managing after-school programs are encouraged to work with their school districts to identify ways in which the after-school and regular school day programs can be linked. Discretionary grants from the Safe and Drug-Free Schools Program frequently support before and after-school activities that are part of a comprehensive strategy to create safe and orderly learning environments.

Other Safe and Drug-Free Schools initiatives have focused on improving academic achievement, particularly in at-risk youth, through after-school programs that use volunteer mentors recruited from community organizations including institutions of higher education and local businesses.

## Contact and Other Sources of Information

**Program Director:** William Modzeleski, Safe and Drug-Free Schools Program, Office of Elementary and Secondary Education (OESE)

**Website:** <http://www.ed.gov/offices/OESE/SDFS/>

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*Last Updated -- August 30, 1999, (glc)*



## Parent Involvement in After-School Programs

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**Background.** Thirty years of research shows the difference family involvement makes in children's learning. Family involvement in after-school programs is just as important. The success of an after-school program depends on both family and community involvement. Many after-school programs depend on and draw upon parent and community volunteers. Research shows that when families are involved in schools, students do better. We can also expect that family and community members with an investment, however large or small, in a school-based after-school program will tend to be more interested and involved in their own children's learning, in the learning of all children in the program, and in the life of the school as a whole.

**How to integrate parent involvement into after-school programs.** To help meet our national education goals, parents must be involved in their children's learning both during and after school. Family involvement is very much in line with the 21<sup>st</sup> Century Community Learning Centers program's goals of providing a variety of academic and enrichment activities to students and parents in the communities which they serve. Examples of how your Center can help include:

***Involving families in program planning.*** Programs designed to include families and children in the planning draw greater support from participants and their families and from the community at large. These programs also tend to be more fun, culturally relevant, and linked to activities that capture children's and adolescents' interests. Successful programs seek to involve parents in orientation sessions, workshops, volunteer opportunities, parent advisory committees, and, as possible, in a wide range of adult learning opportunities, such as parenting education, computer training, and English as a Second Language.

***Attending to the needs of working parents.*** Good programs are aware that their customers are not only the children they serve, but their families, as well. In doing so, programs are designed that are sensitive to the schedules and requirements of working parents.

***Accommodating family schedules.*** Not only are activities scheduled during after-school hours, but activities are also scheduled for the morning hours before school, when many parents are either commuting to work or already at the workplace. In addition, learning, enrichment, and recreation activities are developed for operation during school holidays and summer breaks for the children of working parents and others.

***Making after-school programs affordable.*** Cost is an important factor for working families. Good programs make accommodations for the likelihood of enrolling more than one child in an after-school program (or programs) and work hard to design cost-effective programs that can meet the needs of elementary school children, as well as junior high school students. Accommodations for multi-age siblings, whether by serving many age groups directly in the same after-school program, or arranging for linked, age-specific programs is critical. The key is not necessarily that siblings be in the same program, but rather that all children in a family can be served by an after-school program in a convenient and cost-effective manner.

***Tending to transportation.*** In addition to meeting scheduling and cost needs, programs can ease parent stress by providing transportation to and from the before- and after-school programs. Transportation, in particular, is a major cost for an extended day program, but one that is especially a safety and logistical concern for families.

**After-School programs with strong family involvement components.** Many after-school programs have successfully built family involvement activities into their programs. These include:

### ***Increase in business support and involvement***

- Murfreesboro, Tennessee, City Schools, which has an extended learning program with schools open from 6 a.m. to 7 p.m. each school day, reported increased support from business and industry due, in part, to a schedule for children that better matches the employee work day.

### ***Availability of parenting education and skills development***

- The Y.O.U. program in Manchester, New Hampshire, helps parents gain confidence in their own abilities through volunteering and other means. Ninety-five percent of parents reported that they have learned how to be a better parent by observing staff interact in positive ways with the children.
- The Chicago Lighthouse After-School Program offers programs in some schools to teach parents how to help their children with homework. These efforts have sparked renewed community involvement in the schools.

### ***Increase in parental involvement***

- At the Challenger Boys and Girls Club in South Central Los Angeles, parents agree to volunteer eight hours a month in the after-school program when they enroll their child. Parent volunteers help coordinate transportation, assist in administration, chaperone field trips, and help with homework.

**A U.S. Department of Education initiative and parent involvement.** The Partnership for Family Involvement in Education, a grassroots organization that includes over 4,800 partners all across America, seeks to increase opportunities for families to be more involved in their children's learning and to use family-school-community partnerships to strengthen schools and improve student achievement. Partners belong to one of four groups: Family-School Partners, Employers for Learning, Community Organizations, and Religious Groups. In addition to the numerous local activities in which partnership members are involved, many participate in nationwide activities including a priority on after-school extended learning. Partner members have placed new emphasis on the importance of providing before- and after-school activities that extend learning for children in a safe, drug-free environment.



## **U.S. DEPARTMENT OF EDUCATION RESOURCES TO PROMOTE FAMILY INVOLVEMENT**

As you think about organizing and implementing your after-school program with an emphasis on promoting family and community involvement, some materials available on the U.S. Department of Education's website at <http://pfie.ed.gov> can be useful to you:

- **A Business Guide to Support Employee and Family Involvement in Education (from the Conference Board, 1997)**
- **A Compact for Learning: An Action Handbook for Family-School- Community Partnerships**
- **America Goes Back to School: Partners' Activity Kit 1998, 1997, 1996, 1995**
- **An Invitation to Your Community: Building Community Partnerships for Learning**
- **Brochures on family involvement in education**
- **Building Business & Community Partnerships for Learning**
- **Community Update**
- **Conference Highlights -- A New Understanding of Parent Involvement**
- **Employers, Families and Education**
- **Fathers' Involvement in Their Children's Schools**
- **Family Involvement in Children's Education: Successful Local Approaches**
- **Family Involvement in Education: A National Portrait**
- **Information for Families and Community Members**
- **New Skills for New Schools**
- **Parent Involvement in Children's Education: Efforts by Public Elementary Schools**
- **Preparing Teachers to Involve Families: Teacher and Administrator Preparation Kit**
- **Reaching all Families**
- **Strong Families, Strong Schools**
- **Summer Home Learning Recipes**
- **Using Technology to Strengthen Employee and Family Involvement in Education**

If you would like hard copies or if the electronic version is not yet accessible, you can order these materials by calling 1-877-4ED-PUBS, or order on-line by going to <http://www.ed.gov/pubs/edpubs.html>

## Contact and Other Sources of Information

**Program Director:** Wilson Goode, Office of Intergovernmental and Interagency Affairs (OIIA)

**Website:** <http://pfie.ed.gov/>

**E-mail:** [partner@ed.gov](mailto:partner@ed.gov)

**Fax:** (202) 205-9133

**For more information, contact:** Menahem Herman, Partnership for Family Involvement in Education  
(202) 401-0960

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[ [Strong, Safe, Disciplined, and Drug-Free  
and After-School Programs](#) ]



[ [Acknowledgments](#) ]

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